DOCUMENT RESUME

ED 073 961 SO 005 285

AUTHOR	Faulkner, Brenda F.
TITLE	Changing Cities, Social Studies: 6470.04.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	72
NOTE	28p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Behavioral Objectives; *Change Agents; City Planning; *City Problems; Curriculum Guides; Grade 7; Grade 8; Grade 9; *Municipalities; Resource Guides; Secondary Grades; *Social Studies Units; Urban Culture; Urbanization; *Urban Studies
IDENTIFIERS	Florida; *Quinmester Program

ABSTRACT

This general social studies course for grades 7-9 is an introduction to urban life: its history, the attraction of the city, its growth, advantages and problems. The condition of cities in America today is examined for the purpose of understanding the causes of their present condition and the steps that can be taken to save them. The goal of the course is to make students aware of urban development and problems in order that they may better understand and intelligently deal with the urban complexities. Learning activities are designed to guide the student toward an understanding of why and how cities develop and grow, the examination of problems that develop in large cities, and an understanding of the need for city planning and urban renewal. A special project, the design of plans for future cities, is suggested as the culminating unit activity. A student/teacher bibliography includes textual and audiovisual materials to support the study of changing cities. (Author/SHM)

ED 073961

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

SO 005 285

SOCIAL STUDIES

CHANGING CITIES

6470.04
6413.04
6471.04
6443.01
6412.14

by

BRENDA F. FAULKNER

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1972

INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN INTRODUCTION TO URBAN LIFE: ITS HISTORY, THE ATTRACTION OF THE CITY, ITS GROWTH, ADVANTAGES AND PROBLEMS. THE CONDITION OF CITIES IN AMERICA TODAY IS EXAMINED FOR THE PURPOSE OF UNDERSTANDING THE CAUSES OF THEIR PRESENT CONDITION AND THE STEPS THAT CAN BE TAKEN TO SAVE THEM.

CLUSTER: GENERAL SOCIAL STUDIES

GRADE LEVEL: 7-9

COURSE STATUS: Elective

INDICATORS OF SUCCESS: None

COURSE RATIONALE: Cities are a vital part of the American way of life. Their future growth and development is imminent. However, if the problems facing cities today are not understood and attempts to solve these problems are not made, the problems facing cities of the future will be insurmountable. Most students will find themselves involved in an urban setting. It is hoped that this course will make the students aware of urban development and problems, in order to better understand and intelligently deal with the urban complexities.

COURSE GOALS:

1. THE STUDENT WILL UNDERSTAND THE REASONS WHY AND HOW CITIES DEVELOPED.
2. THE STUDENT WILL EXPLAIN THE REASONS WHY AND HOW CITIES GROW.
3. THE STUDENT WILL EXAMINE THE PROBLEMS THAT DEVELOP IN LARGE CITIES.
4. THE STUDENT WILL UNDERSTAND THE NEED FOR CITY PLANNING AND URBAN RENEWAL.
5. THE STUDENT WILL DEVELOP PLANS FOR FUTURE CITIES.

COURSE OUTLINE:

I. The history of the development of cities

   A. The need for cities

   B. The location of cities

   C. Adjustment to city life

II. American cities

   A. Past growth and development

   B. Present growth and development

   C. Advantages of city living

   D. Problems of cities and city living

   E. City planning and urban renewal

III. Future American cities

   A. Megalopolis

   B. Planned cities

GOAL 1: THE STUDENT WILL UNDERSTAND THE REASONS WHY AND HOW CITIES DEVELOPED.

FOCUS	OBJECTIVE	LEARNI
WHY DID CITIES DEVELOP? Note to the teacher: "Unit 1, Geography of Cities" from the High School Geography Project (State adopted) and the Hubbard Urban Studies System (see materials section) have six week programs which might be used to augment this quin.	A. Explain why cities developed.	1. Have the students wo report on one of tho a. Athens b. Rome c. A European city d. others In their reports ask foliowing questions: 1.) Why did these c 2.) What rights do live in cities? 3.) What kinds of l a person's righ could live harm 4.) others 2. The film What is a C Discuss the film wit 3. Have the students us newspapers, or draw picture story or mur of a city. 4. Ask the students to developed. 5. Have the students co "If there were no ci Ask the students to

DERSTAND THE REASONS WHY AND HOW CITIES DEVELOPED.

OBJECTIVE	LEARNING ACTIVITIES
Explain why cities developed.	1. Have the students work in groups and research and report on one of the following: a. Athens b. Rome c. A European city of the Middle Ages d. others In their reports ask the students to answer the following questions: 1.) Why did these cities develop? 2.) What rights do people give up in order to live in cities? 3.) What kinds of laws were needed to protect a person's rights and insure that people could live harmoniously? 4.) others 2. The film <u>What is a City</u>? may be viewed at this time. Discuss the film with the class. 3. Have the students use pictures from magazines, newspapers, or draw their own pictures and develop a picture story or mural that depicts the development of a city. 4. Ask the students to evaluate the reasons why cities developed. 5. Have the students complete the following statement: "If there were no cities ....." Ask the students to share and discuss their work.

FOCUS	OBJECTIVE	LE
HOW DID CITIES DEVELOP?	B. Describe how cities developed.	1. Distribute outli continents and a where the early draw up a list o developed in the students' lists. 2. Ask the students an early city. work and discuss cities developed 3. Have interested s model or exhibit 4. The films Ancient New World, and Ar time. Encourage questions or poin 5. Ask the students back" to one of t the students writ feelings, reactio their customs, dr to share their wo 6. Ask interested st skit of an aspect 7. Have the students present a "You Are occurring in an ar 8. As a class, discus

	OBJECTIVE	LEARNING ACTIVITIES
LOP?	B. Describe how cities developed.	1. Distribute outline maps of the European and American continents and ask the students to shade in the areas where the early cities developed. Then ask them to draw up a list of reasons that could explain why cities developed in these areas. As a class, discuss the students' lists. 2. Ask the students to work in groups and draw plans of an early city. Then have the students share their work and discuss the reasons why they think these cities developed the way they did. 3. Have interested students develop a three dimensional model or exhibit of an early city. 4. The films Ancient Egypt, Ancient Greece, The Ancient New World, and Ancient Rome may be viewed at this time. Encourage the students to follow up on any questions or points of interest the films might evoke. 5. Ask the students to imagine that they are "flashed back" to one of the cities they have studied. Have the students write or record what they think their feelings, reactions, opinions, etc. of these cities, their customs, dress, etc. might be. Ask the students to share their work. 6. Ask interested students to develop and present a skit of an aspect of life in one of the cities studied. 7. Have the students work in groups and develop and present a "You Are There" type of program of an incident occurring in an ancient city. 8. As a class, discuss the problems encountered by citizens

FOCUS	OBJECTIVE	LEA
	B. (cont.)	8. (cont.) of these early cit have remedied the 9. Ask the students t why cities develop developed. 10. As a class, discus these early cities

OBJECTIVE	LEARNING ACTIVITIES
B. (cont.)	8. (cont.) of these early cities and propose changes that could have remedied the problem. 9. Ask the students to give their opinions on the reasons why cities developed and the manner in which they developed. 10. As a class, discuss and evaluate the contributions of these early cities to present day societies.

GOAL 2: THE STUDENT WILL EXPLAIN THE REASONS WHY AND HOW CITIES GROW.

FOCUS	OBJECTIVE	LEARNING ACTIVITIE
WHAT CAUSES A CITY TO GROW?	A. Examine the reasons why cities grow.	1. With the students' help, list th that make cities grow. Then disc and the reasons why they attract 2. The films An Industrial Lake Port and Portrait of a City may be vi Discuss the importance of industr a city. 3. Ask the students to examine two c effects on the growth and develop contribute information on these t discussion. a. religion b. climate c. center of learning and art d. government e. immigration f. migration g. other 4. After the discussion, (see Activi students to choose one of the top report its effect on a particular should include diagrams, pictures 5. The film Immigration in America's transparency Population Density n time. Discuss the films with the 6. Ask the students to develop a dis to lure people to the city. As a reasons why these displays or adv appeal to people.

XPLAIN THE REASONS WHY AND HOW CITIES GROW.

OBJECTIVE	LEARNING ACTIVITIES
Examine the reasons why cities grow.	1. With the students' help, list the main activities that make cities grow. Then discuss these activities and the reasons why they attract people to the cities. 2. The films An Industrial Lake Port: Buffalo, N.Y. and Portrait of a City may be viewed at this time. Discuss the importance of industry to the growth of a city. 3. Ask the students to examine two of the following effects on the growth and development of cities and contribute information on these topics during a class discussion. a. religion b. climate c. center of learning and art d. government e. immigration f. migration g. other 4. After the discussion, (see Activity 3), ask the students to choose one of the topics discussed and report its effect on a particular city. The report should include diagrams, pictures, graphs, etc. 5. The film Immigration in America's History and the transparency Population Density may be viewed at this time. Discuss the films with the class. 6. Ask the students to develop a display or advertisement to lure people to the city. As a class, analyze the reasons why these displays or advertisements would appeal to people.

FOCUS	OBJECTIVE	LEARNING ACTIVITI
		7. Have the students develop and p talk, a scrapbook, a slide pres poem that illustrates the effec automobile on the growth and de
		8. Ask the students to prepare and find out the reasons why their came to Miami. When the studen survey, ask them to list and ra relate them to the previous act
		9. Have the students write a newsp in a small town, large city, or interview other students, read the information to write the st have written their story, ask t class. As a class, or in group the advantages and disadvantage different areas. Evaluate thes advantages and then propose way vantages and minimize the disad
		10. The film Changing City may be v Encourage the students to ask a questions.
HOW DO CITIES EXPAND AND GROW?	B. Describe how cities tend to expand and grow.	1. Have the students choose an old as New York or Philadelphia and trace its development from 1800 the students determine the move the city as the city grew and d students to make maps, charts, pictures, etc. to show the conc the population.

	OBJECTIVE	LEARNING ACTIVITIES
		7. Have the students develop and present an illustrated talk, a scrapbook, a slide presentation, a song, or a poem that illustrates the effect of the train and/or automobile on the growth and development of cities.
		8. Ask the students to prepare and conduct a survey to find out the reasons why their parents and teachers came to Miami. When the students have completed this survey, ask them to list and rank the reasons and relate them to the previous activities.
		9. Have the students write a newspaper article about life in a small town, large city, or farm. Students can interview other students, read stories, etc. to get the information to write the story. When the students have written their story, ask them to share it with the class. As a class, or in groups, list from the articles the advantages and disadvantages of living in these different areas. Evaluate these advantages and disadvantages and then propose ways to maximize the advantages and minimize the disadvantages.
		10. The film Changing City may be viewed at this time. Encourage the students to ask and answer each others questions.
ND	B. Describe how cities tend to expand and grow.	1. Have the students choose an old established city such as New York or Philadelphia and, working in groups, trace its development from 1800 to the present. Have the students determine the movement of people within the city as the city grew and developed. Ask the students to make maps, charts, graphs, drawings, pictures, etc. to show the concentration and growth of the population.

FOCUS	OBJECTIVE	LEARNING A
		2. Ask interested students t presentation of the growt 3. As a class, discuss the of a city moves within th advantages and disadvanta 4. With the students' help, why a family lives where to rank these reasons, di

OBJECTIVE	LEARNING ACTIVITIES
	2. Ask interested students to develop an illustrated presentation of the growth and development of a city. 3. As a class, discuss the reasons why the population of a city moves within the city as it does and the advantages and disadvantages of this type of movement. 4. With the students' help, prepare a list of reasons why a family lives where it does. Ask the students to rank these reasons, discuss and evaluate them.

GOAL 3: THE STUDENT WILL EXAMINE THE PROBLEMS THAT DEVELOP IN LARGE CITIES.

FOCUS	OBJECTIVE	LEARNING ACTIV
WHAT KINDS OF PROBLEMS DEVELOP IN LARGE CITIES?	Identify and explain the problems that arise in large cities.	1. Have the students read the n listen and watch news teleca folder, or scrapbook of prob (This activity should be an this section.) 2. Ask the students to make bul newspaper and magazine headl problems facing cities. (Th ongoing one throughout this 3. Have the students work in gr present the reasons for unem cities. The students should their report: a. the importance of the lo industry b. the consequences of depe industry c. the changing job market d. the need for an educatio e. the effects of depressio economic slumps f. others 4. Ask the students to determine their area or in the county a problems, etc. and predict th on the unemployment figures 5. Ask the students to write a s articles, or picture story of on the worker, his family, an
POVERTY		

XAMINE THE PROBLEMS THAT DEVELOP IN LARGE CITIES.

OBJECTIVE	LEARNING ACTIVITIES
Identify and explain the problems that arise in large cities.	1. Have the students read the newspaper, magazines, listen and watch news telecast and develop a list, folder, or scrapbook of problems facing cities. (This activity should be an ongoing one throughout this section.) 2. Ask the students to make bulletin board displays of newspaper and magazine headlines and pictures of problems facing cities. (This activity should be an ongoing one throughout this section.) 3. Have the students work in groups and research and present the reasons for unemployment in American cities. The students should include the following in their report: a. the importance of the locations of large industry b. the consequences of depending on one type of industry c. the changing job market d. the need for an education and/or training e. the effects of depressions, recessions, and economic slumps f. others 4. Ask the students to determine which industries in their area or in the county are experiencing economic problems, etc. and predict the effect this will have on the unemployment figures in the county. 5. Ask the students to write a short story, newspaper articles, or picture story of the effects of unemployment on the worker, his family, and/or his community.

FOCUS	OBJECTIVE	LEARNING ACTI
		6. Write the word "Poverty" on students explain what povert whichever way they choose. ready, ask them to share the
		7. Ask the students to work in visual presentation of slum city. When the students are present their work.
		8. Have interested students wri stories, or radio or TV scri
		9. Lead a class discussion on t by the poor because of impr inadequate medical care, etc of poor health on the indivi community.
CRIME		10. Ask the students to read abo American cities. Then with possible reasons for this vi complete, ask the students t reasons and propose ways to prevent future violence.
		11. Ask the students to work in broadcast or telecast on cri in a city of their choosing. data found in newspapers, U United States, etc.
		12. Encourage the students to di they might have had with cri

OBJECTIVE	LEARNING ACTIVITIES
	6. Write the word "Poverty" on the board and have the students explain what poverty means to them in whichever way they choose. When the students are ready, ask them to share their work. 7. Ask the students to work in groups and develop a visual presentation of slums in any city or their own city. When the students are ready, ask them to present their work. 8. Have interested students write and share poems, songs, stories, or radio or TV scripts on poverty and slums. 9. Lead a class discussion on the health problems faced by the poor because of improper and insufficient diet, inadequate medical care, etc. Discuss the consequences of poor health on the individual, his family, and community. 10. Ask the students to read about incidents of violence in American cities. Then with the students' help, list possible reasons for this violence. After the list is complete, ask the students to choose one of the possible reasons and propose ways to alleviate the problem to prevent future violence. 11. Ask the students to work in groups and prepare a news broadcast or telecast on crime and juvenile delinquency in a city of their choosing. The report should include data found in newspapers, Uniform Crime Reports for the United States, etc. 12. Encourage the students to discuss any experiences they might have had with crime occurring around them.

FOCUS	OBJECTIVE	LEARNING AC
		13. Ask a group of students t discussion on the causes One member of the panel c psychologist, one of a so a prison, etc. During th rest of the class write q answered after the panel have the students ask the members or other members questions. 14. Lead a class discussion o crimes in the cities. 15. With the students' help, crime rate in the cities. 16. Ask the students to work broadcast of the cuture co noise pollution if present 17. Ask the students to work report on one of the follo a. required purity standa water or purified wat b. administrative and reg industries that put in wastes in fresh or oce c. noise ordinances d. controls on exhaust em smoke stacks, etc. e. others

OBJECTIVE	LEARNING ACTIVITIES
	13. Ask a group of students to prepare and present a panel discussion on the causes of crime and juvenile delinquency. One member of the panel could play the role of a psychologist, one of a social worker, one of a warden of a prison, etc. During the panel discussion, have the rest of the class write questions they would like answered after the panel discussion. After the discussion, have the students ask these questions and ask the panel members or other members of the class to answer the questions. 14. Lead a class discussion on possible ways to prevent crimes in the cities. 15. With the students' help, propose a plan to reduce the crime rate in the cities. 16. Ask the students to work in groups and write a news broadcast of the cuture concerning water, air, and noise pollution if present conditions remain unchanged. 17. Ask the students to work in groups and research and report on one of the following: a. required purity standards on drinking water or purified water b. administrative and regulatory controls on industries that put industrial or other wastes in fresh or ocean waters c. noise ordinances d. controls on exhaust emissions from cars, smoke stacks, etc. e. others

FOCUS	OBJECTIVE	LEARNING ACTIVIT
		17. (cont.) Ask the students to: 1.) evaluate this information 2.) determine if these controls 3.) propose changes or addition 4.) support these changes and a evidence if possible. 18. Have the students choose an env is plaguing the cities and work have one group develop a campai apathy and public opinion on wa The second group can develop a quo. When the students are rea their campaign and then evaluat if there were any changes of op 19. Lead a class discussion on the to eliminate wastes, supply an electric power and water. 20. Ask the students to write storie blackouts in New York or what th if the electric power failed in 20 hours or more. 21. Write the following headline on ONLY TWO DAYS SUPPLY OF WATER LE Then ask the students to react t then describe what they would do

OBJECTIVE	LEARNING ACTIVITIES
	17. (cont.) Ask the students to: 1.) evaluate this information 2.) determine if these controls are adequate 3.) propose changes or additions 4.) support these changes and additions with evidence if possible. 18. Have the students choose an environmental problem that is plaguing the cities and working in two groups, have one group develop a campaign to change public apathy and public opinion on ways to solve this problem. The second group can develop a defense of the status quo. When the students are ready, have them present their campaign and then evaluate them and determine if there were any changes of opinion, etc. 19. Lead a class discussion on the problems cities face to eliminate wastes, supply an adequate amount of electric power and water. 20. Ask the students to write stories about the power blackouts in New York or what they think would happen if the electric power failed in their city for 15 to 20 hours or more. 21. Write the following headline on the board: ONLY TWO DAYS SUPPLY OF WATER LEFT FOR SOUTH FLORIDA Then ask the students to react to this headline and then describe what they would do if they were:

FOCUS	OBJECTIVE	LEARNING ACTIVI
		21. (cont.) a. the head of their family b. the Mayor of Miami, or Da c. the Governor of the state d. other 22. The film Wise Use of Water Re at this time. Discuss the fi as it relates to the water re 23. Lead a class discussion on th the importance of the Everglad
TRANSPORTATION		24. The films Arteries of New York in the Modern World may be us on traffic congestion and oth encountered by people living i 25. Ask the students to propose ch inventions that could solve th facing modern cities. 26. Ask the students to work in gr present a persuasive speech on (other) to reduce traffic cong 27. Ask the students to choose one and be prepared to add informa these topics. Problems facing respect to: a. education b. taxation c. zoning

OBJECTIVE	LEARNING ACTIVITIES
	21. (cont.) a. the head of their family b. the Mayor of Miami, or Dade County c. the Governor of the state d. other 22. The film Wise Use of Water Resources may be viewed at this time. Discuss the film with the class especially as it relates to the water resources in their city. 23. Lead a class discussion on the Everglades situation and the importance of the Everglades as a watershed. 24. The films Arteries of New York City and Transportation in the Modern World may be used to introduce a discussion on traffic congestion and other transportation problems encountered by people living in cities. 25. Ask the students to propose changes, addition, or inventions that could solve the transportation problems facing modern cities. 26. Ask the students to work in groups and develop and present a persuasive speech on the use of car pools (other) to reduce traffic congestion. 27. Ask the students to choose one of the following topics and be prepared to add information in a discussion of these topics. Problems facing large cities with respect to: a. education b. taxation c. zoning

FOCUS	OBJECTIVE	LEARNING ACT
		27. (cont.) d. suicides and other mani of psychological proble e. government f. other 28. Have the students write a s of All Possible Worlds" tha solutions to some of the pr When the students are ready work.

OBJECTIVE	LEARNING ACTIVITIES
	27. (cont.) d. suicides and other manifestations of psychological problems e. government f. other 28. Have the students write a story entitled "The Best of All Possible Worlds" that presents possible solutions to some of the problems facing American cities. When the students are ready, ask them to share their work.

GOAL 4: THE STUDENT WILL UNDERSTAND THE NEED FOR CITY PLANNING AND URBAN RENEWAL.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW CAN PRESENT CITIES BE IMPROVED AND MADE MORE HABITABLE?	Describe the activities involved in city planning and urban renewal.	1. Ask the students to reconstruct a " They can do this with pictures, sli Then ask them to undertake the proj this city. To undertake this proje do the following: a. reconstruct a master plan that demonstrates - 1.) the present conditions of the city 2.) the extent and direction of population growth 3.) the city's future needs b. set up a City Planning Commissi architects, and other talented for this project (students can they will play) c. set up a Zoning Board with a re business, industry, housing, an d. have a meeting of the City Plan and decide how to meet the city through - 1.) construction of new facili 2.) renewal of various areas o city and/or 3.) changes in ways in which l being used e. have the City Planning Commissi Zoning Board to go over their p f. decide on a set of plans g. hold a public hearing (students members of the City Planning Co Zoning Board will be the "gener present the plans to the genera they can express their opinions changes
Note to teacher: The Metropolitan Dade County Planning Department has General Land Use Master Plan maps available at no charge to schools.		

ERSTAND THE NEED FOR CITY PLANNING AND URBAN RENEWAL.

OBJECTIVE	LEARNING ACTIVITIES
Describe the activities involved in city planning and urban renewal. itan Dade County artment has General ter Plan maps available to schools.	1. Ask the students to reconstruct a "blighted" city. They can do this with pictures, slides, models, etc. Then ask them to undertake the project of rescuing this city. To undertake this project, they need to do the following: a. reconstruct a master plan that describes or demonstrates - 1.) the present conditions of the city 2.) the extent and direction of population growth 3.) the city's future needs b. set up a City Planning Commission of planners, architects, and other talented people needed for this project (students can decide which roles they will play) c. set up a Zoning Board with a representative of business, industry, housing, and recreation d. have a meeting of the City Planning Commission and decide how to meet the city's needs, either through - 1.) construction of new facilities 2.) renewal of various areas of the city and/or 3.) changes in ways in which land is being used e. have the City Planning Commission meet with the Zoning Board to go over their proposed plans f. decide on a set of plans g. hold a public hearing (students that are not members of the City Planning Commission or the Zoning Board will be the "general public") to present the plans to the general public where they can express their opinions on the proposed changes

FOCUS	OBJECTIVE	LEARNING ACTIVITIE
		1. (cont.) h. if the general public is not the plan, meetings of the Cit Commission, Zoning Board, and must continue until a set of decided upon by all concerned i. develop master plans that sho drawings, maps, models, pictu 1.) new facilities that will needed 2.) before and after picture drawings, etc. of renewe buildings, areas, etc. 3.) changes in zoning When the students have concluded them to evaluate what they did an changes in the approach to this p 2. The film <u>The City</u> may be viewed a the film with the class. 3. Ask the students to research and planning and urban renewal undert Have the students bring in pictur city planning and urban renewal. what has been accomplished and su 4. Ask the students to consider the renewal will involve tearing down have the students role-play situa a. a home owner and the city pla

OBJECTIVE	LEARNING ACTIVITIES
	1. (cont.) h. if the general public is not satisfied with the plan, meetings of the City Planning Commission, Zoning Board, and general public must continue until a set of plans can be decided upon by all concerned i. develop master plans that show through drawings, maps, models, pictures, etc. the - 1.) new facilities that will be needed 2.) before and after pictures, drawings, etc. of renewed buildings, areas, etc. 3.) changes in zoning When the students have concluded this activity, ask them to evaluate what they did and suggest possible changes in the approach to this problem. 2. The film <u>The City</u> may be viewed at this time. Discuss the film with the class. 3. Ask the students to research and report on city planning and urban renewal undertaken in their city. Have the students bring in pictures or plans of this city planning and urban renewal. As a class, evaluate what has been accomplished and suggest future improvements. 4. Ask the students to consider the situation where urban renewal will involve tearing down houses, etc. Then have the students role-play situations between: a. a home owner and the city planners

FOCUS	OBJECTIVE	LEARNING ACTIVIT
		4. (cont.) b. a poor family that is aske from their rented home and reporter c. others 5. Lead a class discussion on exa and the problems this can caus 6. Have the students make a bullet pictures that depict poor zoni 7. Ask the students to develop an work, a dance, song, or poem e City." 8. Ask interested students to res Acts passed and programs devel government to provide money fo 9. Have the students develop the solve the problems of housing a students present their plan to the students discuss the streng each plan. If Possible, ask th one comprehensive plan from the individual plans.

OBJECTIVE	LEARNING ACTIVITIES
	4. (cont.) b. a poor family that is asked to move from their rented home and a newspaper reporter c. others 5. Lead a class discussion on examples of poor zoning and the problems this can cause. 6. Have the students make a bulletin board display of pictures that depict poor zoning. 7. Ask the students to develop and present either art work, a dance, song, or poem entitled "Downfall of a City." 8. Ask interested students to research and report on the Acts passed and programs developed by the federal government to provide money for urban renewal. 9. Have the students develop the "Perfect Plan" to solve the problems of housing and slums. Have the students present their plan to the class. Then have the students discuss the strengths and weaknesses of each plan. If Possible, ask the students to develop one comprehensive plan from the ideas presented in the individual plans.

GOAL 5: THE STUDENT WILL DEVELOP PLANS FOR FUTURE CITIES

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT KIND OF CITIES WILL WE HAVE IN THE FUTURE?	A. Indicate the growth of cities in the future.	1. Lead a class discussion on the spr shopping centers that spring up in Then ask the students to predict t suburbs.
		2. Make copies of an outline map of t and ask the students to work in gr the areas of large population den to predict the direction of popula in this area on their maps. Discu work and the formation of megalopo
		3. With the students' help list possi might arise from the extended grow and their suburbs.
		4. Lead a class discussion on the adv advantages of high-rise apartments, town houses.
	B. Propose a plan for a city of the future.	1. Ask the students to develop plans, models of megastructures (a large b as a complete town or city). When ready, have them discuss their plan the strengths and weaknesses in the
		2. Have the students work in groups on cities of the future. Ask the stud plans, drawings, or models of their use ideas from the group's work and more models or plans that best fit These models or plans could be sent companies, etc.

LL DEVELOP PLANS FOR FUTURE CITIES

OBJECTIVE	LEARNING ACTIVITIES
A. Indicate the growth of cities in the future.	1. Lead a class discussion on the sprawling suburbs, shopping centers that spring up in new suburbs, etc. Then ask the students to predict the future growth of suburbs. 2. Make copies of an outline map of the United States and ask the students to work in groups and shade in the areas of large population density. Then ask them to predict the direction of population growth and shade in this area on their maps. Discuss the students' work and the formation of megalopolis. 3. With the students' help list possible problems that might arise from the extended growth of present cities and their suburbs. 4. Lead a class discussion on the advantages and disadvantages of high-rise apartments, condominiums, and town houses.
B. Propose a plan for a city of the future.	1. Ask the students to develop plans, make drawings, or models of megastructures (a large building functioning as a complete town or city). When the students are ready, have them discuss their plans and point out the strengths and weaknesses in their plans. 2. Have the students work in groups on transportation in cities of the future. Ask the students to develop plans, drawings, or models of their work. As a class, use ideas from the group's work and develop one or more models or plans that best fit the needs of cities. These models or plans could be sent to car manufacturing companies, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITI
	B. (cont.)	3. Several students might investig class on "new cities" today, e.g Columbia, Maryland. 4. Have the students work individu an innovation, experimental city plans should include ways of eli and noise pollution. When the s have them display their work.

OBJECTIVE	LEARNING ACTIVITIES
B. (cont.)	3. Several students might investigate and report to the class on "new cities" today, e.g. Reston, Virginia, Columbia, Maryland. 4. Have the students work individually or in groups on an innovation, experimental city of the future. These plans should include ways of eliminating air, water, and noise pollution. When the students are ready, have them display their work.

MATERIALS:

I. SUGGESTED STUDENT MATERIALS:

Association of American Geographers. High School Geography Project, "Unit 1, Geograph
New York: Macmillan, 1969. (State Adopted)

Dicker, David; Sanders, James; Ingraham, Leonard; and McAulay, John D. Urban America P
A student's Resource Book. New York: W. H. Sadlier, Inc., 1971.

Dicker, David. Your City A Research and Discovery Book. New York: W. H. Sadlier, In

Goldberg, Daniel. Challenges in Our Changing Urban Society. River Forest, Illinois:
1969. (State Adopted)

MacGraw, Frank M. The City in America. Atlanta: Field Educational Publications, Inc.

Schwartz, Alvin. Old Cities & New Towns the Changing Face of the Nation. New York:
& Co., Inc., 1968.

II. TEACHER AND STUDENT REFERENCE AND RESOURCE MATERIALS:

Arbital, Samuel L. Cities and Metropolitan Areas in Today's World. Mankato, Minnesota
Creative Educational Society, Inc., 1968.

Association of American Geographers. The Local Community: A Handbook for Teachers.
Macmillan, 1971.

Berland, Theodore. Noise - The Third Pollution. Public Affairs Pamphlet No. 449. New
Public Affairs Committee, Inc., 1970.

Blumenfeld, Hans. The Modern Metropolis Its Origin, Growth, Characteristics, and Plann
Mass.: The M.I.T. Press, 1967.

Boskin, Joseph. Urban Racial Violence in the Twentieth Century. Beverly Hills, Califo
Glencoe Press, 1969.

Branson, Margaret: and Erickson, Evarts. Urban America. Glenview, Ill.: Scott Foresm
Co., 1970.

ALS:

Geographers. High School Geography Project, "Unit 1, Geography of Cities." n, 1969. (State Adopted)

James; Ingraham, Leonard; and McAulay, John D. Urban America Problems and Promises e Book. New York: W. H. Sadlier, Inc., 1971.

y A Research and Discovery Book. New York: W. H. Sadlier, Inc., 1971.

anges in Our Changing Urban Society. River Forest, Illinois: Laidlaw Brothers, ed)

ity in America. Atlanta: Field Educational Publications, Inc., 1971.

ties & New Towns the Changing Face of the Nation. New York: E. P. Dutton

RENCE AND RESOURCE MATERIALS:

es and Metropolitan Areas in Today's World. Mankato, Minnesota: l Society, Inc., 1968.

Geographers. The Local Community: A Handbook for Teachers. New York:

e - The Third Pollution. Public Affairs Pamphlet No. 449. New York: ittee, Inc., 1970.

odern Metropolis Its Origin, Growth, Characteristics, and Planning. Press, 1967.

acial Violence in the Twentieth Century. Beverly Hills, California: .

rickson, Evarts. Urban America. Glenview, Ill.: Scott Foresman and

MATERIALS: (cont.)

II. (cont.)

Bridges to Inquiry. Our Ailing Cities Urban Problems and American Life. Ann Arbor: Xerox Corp., 1970.

"Cities or Towns to Live In." Current. January 1971, No. 125. Plainfield, Vt.: Goddard Public., Inc., 1971.

Curriculum Innovations "Cities in Trouble - New Plans for Change." Synopsis. Vol. April 12, 1971. Chicago, Ill.: Curriculum Innovations, Inc.

Curriculum Innovations "Cities in Trouble - New Plans for Change." Teacher's Reso Vol. 2, No. 15, April 12, 1971. Chicago, Ill.: Curriculum Innovations, Inc.

Dasmann, Raymond F. An Environment Fit for People. Public Affairs Pamphlet No. 421 Public Affairs Committee, Inc., 1970.

Davies, J. Clarence, III. Neighborhood Groups and Urban Renewal. New York: Columb Press, 1966.

Edelson, Edward. The Battle for Clean Air. Public Affairs Pamphlet No. 403A. New Public Affairs Committee, Inc., 1970.

Gibberd, Frederick. Town Design. New York: Frederick A. Praegen Publishers, 1967.

Grava, Sigurd. Urban Planning Aspects of Water Pollution Control. New York: Colum Press, 1969.

Hatch, C. Richard. Urban Action: Planning for Change. Boston: A Xerox Co.

Hughes, Helen MacGill. Cities and City Life. Boston: Allyn & Bacon, 1970.

Lowe, Jeanne R. Cities in a Race with Time. New York: Random House, 1967.

MacGraw, Frank M. The City in America - Teacher's Manual. Atlanta: Field Educatio Publications, Inc., 1971.

ur Ailing Cities Urban Problems and American Life. Ann Arbor, Mich.:
).

ve In." Current. January 1971, No. 125. Plainfield, Vt.:
Inc., 1971.

"Cities in Trouble - New Plans for Change." Synopsis. Vol. 2, No. 15,
Chicago, Ill.: Curriculum Innovations, Inc.

"Cities in Trouble - New Plans for Change." Teacher's Resource for Synopsis.
pril 12, 1971. Chicago, Ill.: Curriculum Innovations, Inc.

n Environment Fit for People. Public Affairs Pamphlet No. 421. New York:
mittee, Inc., 1970.

II. Neighborhood Groups and Urban Renewal. New York: Columbia University

Battle for Clean Air. Public Affairs Pamphlet No. 403A. New York:
mittee, Inc., 1970.

own Design. New York: Frederick A. Praegen Publishers, 1967.

Planning Aspects of Water Pollution Control. New York: Columbia University

ban Action: Planning for Change. Boston: A Xerox Co.

Cities and City Life. Boston: Allyn & Bacon, 1970.

s in a Race with Time. New York: Random House, 1967.

City in America - Teacher's Manual. Atlanta: Field Educational
., 1971.

MATERIALS: (cont.)

II. (cont.)

Mayer, Albert. The Urgent Future. New York: McGraw-Hill, 1967.

Meyerson, Martin; Terrett, Barbara; and Wheaton, William L. C. Housing, People and Cities. New York: McGraw-Hill Co., 1962.

Sociological Resources for the Social Studies. Cities. American Sociological Assoc., 1970.

Stewart, Maxwell S. A New Look at Our Crowded World. Public Affairs Pamphlet No. 393. New Public Affairs Committee, Inc., 1970.

Stewart, Maxwell S. Money for Our Cities: Is Revenue Sharing the Answer? Public Affairs No. 461. New York: Public Affairs Committee, Inc., 1971.

Sweet, J. Stouder. Poverty in the U.S.A. Public Affairs Pamphlet No. 398. New York: Public Affairs Committee, Inc., 1970.

Tretten, Rudie W. Cities in Crisis. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

Tucker, Sterling. Why the Ghetto Must Go. Public Affairs Pamphlet No. 423. New York: Public Affairs Committee, Inc., 1968.

Urban Advisors to the Federal Highway Administrator. The Freeway in the City Principles of Planning and Design. Washington, D.C.: U.S. Government Printing Office, 1968.

U.S. Federal Bureau of Investigation. Uniform Crime Reports for the United States. Washing U.S. Government Printing Office. Published annually.

Whalen, Richard J. A City Destroying Itself an Angry View of New York. New York: William Morron & Co., 1965.

Whyte, William H. Cluster Development. New York: American Conservation Association, 1964.

Wynne, Patricia. Teacher's Guide for Urban America Problems and Promises/A Student's Resour New York: W. H. Sadlier, Inc., 1971.

nt Future. New York: McGraw-Hill, 1967.

t, Barbara; and Wheaton, William L. C. Housing, People and Cities.
Hill Co., 1962.

or the Social Studies. Cities. American Sociological Assoc., 1970.

w Look at Our Crowded World. Public Affairs Pamphlet No. 393. New York:
ittee, Inc., 1970.

y for Our Cities: Is Revenue Sharing the Answer? Public Affairs Pamphlet
Public Affairs Committee, Inc., 1971.

rty in the U.S.A. Public Affairs Pamphlet No. 398. New York: Public
nc., 1970.

s in Crisis. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

he Ghetto Must Go. Public Affairs Pamphlet No. 423. New York:
ittee, Inc., 1968.

deral Highway Administrator. The Freeway in the City Principles of
. Washington, D.C.: U.S. Government Printing Office, 1968.

nvestigation. Uniform Crime Reports for the United States. Washington, D.C.:
nting Office. Published annually.

ty Destroying Itself an Angry View of New York. New York:
., 1965.

er Development. New York: American Conservation Association, 1964.

r's Guide for Urban America Problems and Promises/A Student's Resource Book.
dlier, Inc., 1971.

MATERIALS: (cont.)

III. FILMS: (preview before using) Found in the A.V. Center, Lindsey Hopkins Building.

Ancient Egypt	10'C	EJS	1-04787
Ancient Greece	10'C	EJS	1-04728
Ancient New World, The	16'C	EJS	1-12192
Ancient Rome	10'C	EJS	1-05152
Arteries of New York City	11'BW	EJS	1-00342
Changing City	16'C	JS	1-13299
City, The	30'BW	JS	1-31303
Immigration in America's History	11'C	JS	1-00381
Industrial Lake Port, An: Buffalo, N.Y.	20'BW	JS	1-10422
Portrait of a City	25'C	JS	1-30960
What is a City?	10'BW	EJ	1-00338
Wise use of Water Resources	13½'C	JS	1-10199

IV. TRANSPARENCIES:

Population Density	C	EJS	2-00265

V. SIMULATIONS:

The Cities Game
Psychology Today Games
Del Mar, Calif. 92014
Communications/Research/Machines, Inc., 1970.

VI. MULTI - MEDIA:

Urban Studies System. Northbrook, Illinois: Hubbard, 1971.

VII. FILMSTRIPS:

Hard to Feel You're Somebody: Dope in the City. Guidance Accociates
Cities, U.S.A. Guidance Associates
Transportation: Where Do We Go From Here? Guidance Associates
City Government in Action. Guidance Associates
Black Odyssey: Migration to the Cities. Guidance Associates
City and State. New York Times Filmstrips
The Cities - People and Their Problems. New York Times Filmstrips

d in the A.V. Center, Lindsey Hopkins Building.

	10'C	EJS	1-04787
	10'C	EJS	1-04728
	16'C	EJS	1-12192
	10'C	EJS	1-05152
	11'BW	EJS	1-00842
	16'C	JS	1-13299
	30'BW	JS	1-31303
	11'C	JS	1-00381
N.Y.	20'BW	JS	1-10422
	25'C	JS	1-30960
	10'BW	EJ	1-00338
	13½'C	JS	1-10199
	C	EJS	2-00265

c., 1970.

llinois: Hubbard, 1971.

in the City. Guidance Accociates

Here? Guidance Associates
Associates
ics. Guidance Associates
trips
g. New York Times Filmstrips